



Charter School Renewal Final Petition Evaluation Rubric

School Name: DeKalb Agriculture Technology and Environment

Date: December 19, 2025

The Petition Review Committee will use the following criteria to rate the petition. Within each category, specific criteria define the expectations for a response that meets expectations. Reviewers will reach consensus when rating responses by applying the following guidance:

Rating	Characteristics
Meets the Standard	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school operates and expects to operate; and inspires confidence in the applicant’s capacity to carry out its plans effectively.
Partially Meets the Standard	The response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas.
Below the Standard	The response is wholly undeveloped, demonstrates lack of preparation, and/or is unsuited to the mission of the authorizer.
Far Below the Standard	The response is significantly incomplete, raises substantial concerns about the viability of the plan and/or the applicant’s ability to carry it out.

Recommendations from the Petition Review Committee will be based on evaluation of the written petition (narrative and attachments), independent due diligence, and the governing board capacity interview. In addition to meeting the criteria that are specific to that section, each part of the petition should align with the overall mission and vision, educational program, and organizational and financial performance/plans.

	Evidence of Standard	Rating
Community Support & Need	<ul style="list-style-type: none"> The petitioner demonstrates a deep, realistic, and authentic understanding of the “who” (targeted population), the “how” (education model), and the “why” (educational philosophy). The petitioner describes how members of the community have been involved in the design 	Meets the Standard
		Partially Meets the Standard
		Below the Standard
		Far Below

	<p>and will continue to be involved in the implementation of the school.</p> <ul style="list-style-type: none"> • The community engagement to date and plan for moving forward incorporate diverse stakeholders, touchpoints, and tactics, which are well-suited to reach the school’s target population. • The petitioner understands the unique characteristics of DeKalb County’s educational landscape and is aware of its communities’ needs, assets, and strengths. • The petitioner demonstrates an understanding of the economic, political, historical, and social contexts of the community it seeks to serve. • The petitioner demonstrates that the school will continue to have the necessary community support to carry out its proposed program, especially with regard to building and sustaining community partnerships. 	the Standard
<p>Review Committee’s Comments or Concerns:</p> <ul style="list-style-type: none"> • The petitioner definitively demonstrates a deep, realistic, and authentic understanding of the <i>how</i> and <i>why</i> of the school’s model. However, the committee has concerns that the articulation of the <i>who</i> does not sufficiently account for the diversity of the community the school currently serves. • The overarching mission is to bring learning opportunities and activities to an underserved community. Therefore, the petitioner demonstrates an understanding of the economic, political, and historical contexts of the community that it serves. • There are numerous partnerships, included but not limited to, Honeywell, Home Depot, Costa Farms Chattahoochee Nature Center and DeKalb Watershed. 		
School Governance	Evidence of Standard	Rating
	<ul style="list-style-type: none"> • The Board collectively has the capacity to implement all aspects of the education program and is, therefore, able to meet the needs of the target student population and those not in the target population but likely to enroll. 	Meets the Standard
	<ul style="list-style-type: none"> • The governance structure creates a forum for parent, teacher, and community input and the strategies for communicating Board priorities and decisions include all stakeholders. 	Partially Meets the Standard
		Below the Standard

	<ul style="list-style-type: none"> • The Board clearly articulates both its policies and a decision-making process for determining when and how to adjust its plans based on feedback. • The Governing Board reflects the sociodemographic diversity of the community served by the charter school. 	Far Below the Standard
<p>Review Committee’s Comments or Concerns:</p> <ul style="list-style-type: none"> • The Governing Board reflects relevant professional expertise and demonstrates commitment to the school’s mission. Policies and decision-making processes are outlined; however, documentation could be strengthened regarding systematic parent and teacher feedback loops and clearer succession planning to ensure long-term governance sustainability. • The governing board demonstrates limited capacity to independently analyze academic and organizational data, relying heavily on school administration to frame performance information. This does not seem to be the case with financial data. • Board members clearly understand their role in financial governance, including budget approval, cash-flow monitoring, audit review, and ensuring long-term fiscal sustainability. 		
Academic Performance/ Plan	Evidence of Standard	Rating
	<ul style="list-style-type: none"> • The petitioner addresses student subgroups individually, recognizing and planning for the diverse needs of diverse students. 	Meets the Standard
	<ul style="list-style-type: none"> • The application describes mechanisms and/or strategies that ensure equitable access to the curriculum for all students, including students with disabilities (SWDs) and English Language Learners (ELLs). 	Partially Meets the Standard
	<ul style="list-style-type: none"> • Embedded in the instructional methods and resources are concrete strategies and materials to support SWDs, ELLs, and academically struggling students. 	Below the Standard
<ul style="list-style-type: none"> • The petition describes a student behavior management system that is likely to result in a low rate of out-of-school suspensions and expulsions, is not overly punitive, and distinguishes between outcomes that are automatic versus those that are discretionary. • The petitioner has planned for all contingencies, including different rates of SWDs, ELLs, and academically struggling 	Far Below the Standard	

	<p>students, different disabilities, different levels of need, and how the school will adjust its programs and processes accordingly.</p> <ul style="list-style-type: none"> • Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Language Learners, and students who struggle academically. • The Board has demonstrated understanding of federal, state, and local laws, regulations, and policies to appropriately identify, serve, and report data for all subgroups of students. 	
<p>Review Committee’s Comments or Concerns:</p> <ul style="list-style-type: none"> • High expectations are the norm at DATE. The school’s blended STEAM focus, in which content areas are intentionally integrated rather than taught in isolation, allows students to explore and identify potential pathway interests. • The academic plan demonstrates a coherent, mission aligned instructional framework that integrates experiential, project-based learning with clear attention to equity and access for all students. The petitioner recognizes and plans for the diverse needs of student subgroups, including students with disabilities, English Language Learners, gifted and highly capable students, and academically struggling students, and outlines instructional strategies and supports designed to meet those needs. • The application reflects an understanding of the importance of progress monitoring, differentiated instruction, and responsive intervention practices to support student growth. • As the school moves forward in the renewal term, continued use and presentation of aggregated and disaggregated student performance data over time will further strengthen the school’s ability to demonstrate impact and inform instructional decision-making. 		
<p>Financial Performance/ Plan</p>	<p>Evidence of Standard</p>	<p>Rating</p>
	<ul style="list-style-type: none"> • The budget is balanced, error free, and based on realistic expectations for income and expenditures. • The financial plan demonstrates a clear understanding of the statutory funding formula, private funding opportunities, and all applicable federal funds. 	<p style="text-align: center;">Meets the Standard</p> <hr/> <p style="text-align: center;">Partially Meets the Standard</p>

	<ul style="list-style-type: none"> • The budget reflects all necessary outlays outlined in the Academic Plan, including personnel, technological resources, facilities, curricular resources, and mission-specific expenditures. • If the budget includes substantial private fundraising revenue, the application details a strong fundraising plan, and the Board includes a member or advisor with significant fundraising expertise. • The identified facility will meet the needs of the education program, and there are effective measures to ensure the health and safety of students. • The facilities financing plan is based on realistic market expectations and includes contingencies in the case that the preferred financing method is unavailable. • The applicant has established protocols to ensure strong financial performance, compliance with generally accepted accounting principles (GAAP) and major federal fund requirements. • Financial policies are comprehensive and likely to prevent fraud, including clear job responsibilities of the staff and board members who direct or execute financial transactions; strong financial and accounting procedures and internal controls; clear, robust policies for managing actual or perceived conflicts of interest; direct Board oversight of procurement contracts; and in-depth reviews of budgets, actuals, forecasts, and external financial audits. 	Below the Standard
		Far Below the Standard

Review Committee’s Comments or Concerns:

- Budgets are balanced and reflect realistic enrollment and funding assumptions.
- The financial plan demonstrates compliance with applicable funding requirements and includes appropriate internal controls.
- Facility planning and safety considerations are adequately addressed, with reasonable contingency planning in place.
- The abundance of contingency funds enhances the school’s academic program.
- An active, fluent PTO supports the school’s financial development.

- Two keywords that describe DATE’s financial team are “visionary” and “forward-thinking.”

	Evidence of Standard	Rating
Organizational Performance/ Plan	<ul style="list-style-type: none"> • The Board has, collectively, expert professional knowledge and requisite skills in all areas needed to open a successful public charter school, including organizational, financial, legal, real estate/facilities, start-up, and other operational capabilities along with extensive, recent, and relevant teaching/school leadership experience with a population similar to that the school plans to serve. Experience with ELLs, SWDs, and/or economically disadvantaged students is evident. 	Meets the Standard
	<ul style="list-style-type: none"> • The Board has identified the school leader(s) or the skills and experiences necessary for the leaders who will operate the school. 	Partially Meets the Standard
	<ul style="list-style-type: none"> • The applicant has a thorough and accurate plan for how the school will meet its expected growth trajectory. 	Below the Standard
	<ul style="list-style-type: none"> • Staff recruitment and retention plans are likely to attract and retain the quality and specific expertise needed to support the school’s academic program. • The PD plan is broad, covering all necessary areas to prepare teachers to fulfill the school’s goal, including offering consistently high-quality instruction, as well as flexible enough to respond to teacher/PD needs as they develop throughout the school year. • The PD plan specifically addresses any supports the student population may require. • The charter school’s faculty, staff, and students reflect the sociodemographic diversity of the community served by the school. 	Far Below the Standard

- Review Committee’s Comments or Concerns:
- DATE’s climate and culture are unmatched.
 - Quality instruction is happening in the classrooms and students are aware of their instructional targets. “This is not dog and pony show.”
 - The staff and administrative team possess relevant experience in education, operations, and community-based programming.

- Staffing, professional development, and growth plans are coherent and aligned with the school’s instructional priorities.
- Recruitment and retention strategies are appropriate for the school’s model and population.

	Evidence of Standard	Rating
<p>Minimum Requirements</p>	<ul style="list-style-type: none"> • Applicant met all submission deadlines and requirements. • The essential elements of the mission, philosophy, and school program are infused in each element of the application. • Petitioner presented evidence to support the program design and sufficiently responded to clarifying questions and/or evidence that challenged or refuted elements of the proposed program. • Petition includes specific examples of waivers or flexibility needed to accomplish the school’s goals. 	<p>Meets the Standard</p>
		<p>Partially Meets Standard</p>
		<p>Below the Standard</p>
		<p>Far Below the Standard</p>

Review Committee’s Comments or Concerns:

- The petitioner met all submission deadlines.
- The petition reflects the school’s mission, philosophy, and program design across the application. The petitioner provided evidence supporting the proposed program and responded to clarifying questions.
- The petition identifies requested waivers and flexibilities, but further specificity is needed to clearly link them to the school’s stated goals and implementation plan.

Overall Assessment/Final Evaluation

	Meets the Standard	Partially Meets the Standard	Below the Standard	Far Below the Standard
Written Petition Evaluation	X			
Governing Board Capacity Interview Evaluation		X		
Final Evaluation	X			

Meets the Standard - The petition may be recommended for approval without any further action on the part of the applicant.

Partially Meets Standard - Additional supplemental information and/or clarification is required before a recommendation to approve or deny the charter can be made to the DeKalb Board of Education (DBOE).

Below the Standard - The petition requires substantial and material revisions before a recommendation to approve or deny the charter can be made.

Far Below Standard - Petition is irreparably flawed and will be recommended for denial.